

**Weber School District**  
**Bonneville High School**  
CCGP Large Group Data Project Abstract  
2006 – 2007 School Year

This data project was designed to determine the effectiveness of small group SEOP's. Minimal participation by both students and parents had been a problem. In addition, we wanted to ensure the information that was given was informative and beneficial. The target group was our senior class of 388 students and their parents. In past years we have only had 30 participants. With this project, we sent individual invitations home and assigned times for each small group SEOP. Each session lasted one hour and was held during the school day over a period of 5 days. 43% of students participated in the SEOP, and of that number, 56% of their parents participated. We surveyed the participants as to their experience. 94% -99% of the participants responded favorably to the information given in the SEOP.

## Utah CCGP Guidance Activities Action Plan (Large Group) 2006-2007

School: Bonneville High School

District: Weber School District

Target group (whole school, entire class or grade level): Senior Class

Target group selection is based upon the following data/information/school improvement goal:

Guidance Lesson Content	Identify the Utah CGP student outcome or Desired Result for Student Learning	Curriculum and Materials	Project start/end dates	Projected number of students impacted	Lesson will be presented in which class or subject?	Evaluation methods (How will the results be measured? Pre/post tests, number of students retains, test scores, etc.)
Post High School Options: College, trade schools, scholarship and financial aid, career exploration	<p>Educational and Occupational Exploration:</p> <p><u>Competency IV:</u> Understanding the relationship between educational achievement and career planning.</p> <p><u>Competency VI:</u> Skills to locate, evaluate and interpret career information.</p> <p>Career Planning: <u>Competency XII:</u> Skills in career planning</p>	Career Center, Internet, Funding Education booklets, flyers, handouts, postcard invitations sent home to parents and students, cooperation of faculty.	9-11-2006/ 9-15-2006	388	Lessons will be given hourly at pre-arranged times in the Career Center and the Writing Lab.	Parents and students will be surveyed to determine overall program effectiveness.

## Utah CCGP - Guidance Activities Action Plan Results Report (Large Group) 2006-2007

School: Bonneville High School

District: Weber School District

Counselor	Target Group	Curriculum and Materials Used	Start End Date	Process Data (number of students affected)	Perception Data (pre and post test competency or student data)	Results Data (Changes in behavior, grades, attendance, achievement & related data)	Implications (What does the data tell you? What can the student do with this now?)
Mary Young  Tom Marcheschi  Teddie Endow  Cindy Fonseca	Senior Class	Career center, internet, funding education booklets, flyers, handouts, postcard invitations sent home to parents and students, cooperation of faculty	9-11-06 thru 9-15-06	167	Senior SEOP survey, 100% of senior students and parents invited. 43% (167) seniors participated and of that number, 94 parents (56%) participated. See attached survey summary sheet.	<p>91% of all participants (parents and students) responded "yes" to counselor was knowledgeable (9% responded somewhat)</p> <p>87% responded "yes" to awareness of graduation requirements (13% responded somewhat)</p> <p>68% responded "yes" to awareness of credit make up options (24% responded somewhat)</p> <p>83% responded "yes" to receiving support information (15% responded somewhat)</p> <p>86% responded "yes" to adequate time (13% responded somewhat)</p> <p>75% responded "yes" to helpful SEOP (24% responded somewhat)</p>	<p>While we were not able to get 100% participation, the numbers of seniors we did reach increased dramatically from years past. In previous years, we have had approximately 30 students and parents, total, over a 4 day period of staggered after school hours. Holding the SEOP's during the day, in one hour blocks, for 4 days increased the numbers to 261 students and parents.</p> <p>100% of the participants were aware or somewhat aware of graduation requirements. This indicates that students and parents understand what is needed to earn a BHS diploma.</p> <p>92% of the participants were aware or somewhat aware of the makeup options. This indicates that participants know how to make up coursework that is failed.</p> <p>98% of the participants felt they received sufficient, or somewhat sufficient support information including post high school options, financial aid, scholarship</p>

							<p>information, non-traditional education options, etc. This indicates that the information we deem valuable is also deemed valuable to students/parents.</p> <p>99% of the participants felt the time allotted for the SEOP was adequate or somewhat adequate, indicating that the one hour block of time was sufficient.</p> <p>94%-99% of the participants responded favorably to the activity in all areas. We will continue to run the Senior Small Group SEOP in this manner as it has been a positive experience for both students and parents.</p>
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Principal's Signature

Date

Date of Staff Presentation

Prepared By

**Weber School District**  
**Bonneville High School**  
CCGP Small Group Data Project Abstract  
2006-2007 School Year

Thirty-two sophomore students were assigned to the counselors as part of "Laker Time". Counselors reviewed grades, helped identify missing assignments, provided assistance with assignments as needed, and helped suggest appropriate teachers to go and work with. GPA changes from 1<sup>st</sup> to 2<sup>nd</sup> and 2<sup>nd</sup> to 3<sup>rd</sup> quarters were monitored. Overall, 36% increased their GPA's, 61% decreased their GPA's, and 3% had GPA's that remained the same. Using this baseline data, next year we will divide the group into two smaller groups & specific counselor(s) will remain assigned to a specific group for the full year. We anticipate seeing more students improve their GPA's next year.

## Utah CCGP – Closing the Gap Action Plan (Small Group) 2006-2007

School: Bonneville High School

District: Weber School District

Target group: Counselor Laker Time Class

Target group selection is based upon the following data/information/school improvement: Lifelong Learning (DRSL)

This is an ongoing action plan which will include the same students next year.

Intended student behavior	Identify the Utah CGP student outcome or Desired Result for Student Learning	Guidance Activity(ies) or intervention(s)	Resources & Staff Development Needed	Evaluation Method (How will you measure results?)	Start/ End Dates	Projected # of Students Impacted
Students will increase their grade point average by the 3 <sup>rd</sup> quarter	DRSL: Lifelong Learning (Students will demonstrate mastery of skills by improving GPA)	Counselors in the Laker Time class will track each student's GPA each quarter. Interventions include: *Review current grades *Identify missing assignments * Provide assistance with assignments as needed *Refer students to appropriate teachers for additional help	*Counselors * Internet access *Edline/ Portal *Report Cards *Goal sheets	Check GPA each quarter	August 24 - May 10, 2007	32

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Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Date of Staff Presentation \_\_\_\_\_ Prepared By \_\_\_\_\_

## Utah CCGP - Closing the Gap Results Report (Small Group) 2006-2007

School: \_\_\_\_\_

District: Weber School District

Counselor	Target Group	Curriculum and Materials	Start/End Date	Process Data (number of students affected)	Perception Data (pre and post test competency or student data)	Results Data (Changes in behavior, grades, attendance, achievement & related data)	Implications (What does the data tell you? What can the student do with this now?)

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Principal's Signature

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Date

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Date of Staff Presentation

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Prepared By



## Utah CCGP Guidance Activities Action Plan (Large Group) 2006-2007

School:

District: Weber School District

Target group (whole school, entire class or grade level):

Target group selection is based upon the following data/information/school improvement goal:

Guidance Lesson Content	Identify the Utah CGP student outcome or Desired Result for Student Learning	Curriculum and Materials	Project start/end dates	Projected number of students impacted	Lesson will be presented in which class or subject?	Evaluation methods (How will the results be measured? Pre/post tests, number of students retains, test scores, etc.)

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Principal's Signature

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Date of Staff Presentation

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Prepared By

# Utah CCGP - Guidance Activities Action Plan Results Report (Large Group) 2006-2007

School:

District: Weber School District

Counselor	Target Group	Curriculum and Materials Used	Start End Date	Process Data (number of students affected)	Perception Data (pre and post test competency or student data)	Results Data (Changes in behavior, grades, attendance, achievement & related data)	Implications (What does the data tell you? What can the student do with this now?)

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Principal's Signature

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Date of Staff Presentation

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Prepared By

# Utah CCGP - Closing the Gap Results Report (Small Group) 2006-2007

School: Bonneville High School

District: Weber School District

Counselor	Target Group	Curriculum and Materials	Start/End Date	Process Data (number of students affected)	Perception Data (pre and post test competency or student data)	Results Data (Changes in behavior, grades, attendance, achievement & related data)	Implications (What does the data tell you? What can the student do with this now?)
<p>Teddie Endow</p> <p>Tom Marcheschi</p> <p>Cindy Fonseca</p> <p>Mary Young</p> <p>Rotating 2 counselors with the 35 students at one time.</p>	<p>At the beginning of the school year the counselors were assigned a total of 35 sophomore students (Laker time students). 3 moved at the beginning of the year. We maintained a total of 32 students.</p>	<p>Quarterly goal sheets</p> <p>Weekly print-out of current grades (Portal System)</p>	<p>8-24-06 thru 5-10-07 once a week</p>	<p>32 assigned students all sophomores</p>	<p>Measurement used: Quarterly GPA</p>	<p>1<sup>st</sup>-2<sup>nd</sup> quarter GPA</p> <p>37.5% of students raised GPA</p> <p>59.4% of students decreased GPA</p> <p>3.1% of students remained the same</p> <p>2<sup>nd</sup>-3<sup>rd</sup> quarter GPA</p> <p>34.4% of students raised GPA</p> <p>62.5% of students decreased GPA</p> <p>3.1% of students remained the same</p>	<p>This year we established a baseline on these students GPA.</p> <p>We will continue working with the same students next year.</p> <p>We concluded that rotating counselors does not work well. Students need a permanent adult mentor.</p> <p>To mentor a class of 32 was too large. We will divide the 32 students into two separate classes.</p>

Principal's Signature

Date

Date of Staff Presentation Prepared By

## Abstract

In this study, 250 high school juniors at Fremont High School were surveyed to obtain information regarding the importance of career exploration. Participants were given a short lesson followed by the Choices Interest Profiler activity. They were then guided through a list of careers matching their interests and asked to compare three careers. Immediately following the activity the students were given a five question survey to determine if the activity generated any new ideas regarding careers. Overall 81% of the students learned something new about careers and 57% learned something new about themselves. 87% of the students surveyed said that they now have a career in mind after completing the Interest Profiler. The results suggest that the activity is effective.

# Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007\*

Develop this plan at the beginning of the school year.

School: Fremont High School

District: Weber County

Target Group: (whole school, entire class, grade level) **Junior Class**

Target Group selection is based upon the following data/information/school improvement goals: Every year we purchase the rights to use the Choices program. We wanted to find out if Choices is an effective tool and essentially “worth it”. We use the Choices program for our Junior career exploration.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained scores on tests, number of incidents reported, etc.)
<i>Counselor will do an interactive presentation with visual materials prior to going into the computer lab where the students will complete the Choices Interest profiler activity and compare three different career relating to their interest areas</i>	<b>CCGP student outcome</b> Standard LC:B Competencies LC:B1 LC:C2	Presentation materials include pictures of automobiles. The activity will be done on the Choices interest profiler in a computer lab. A handout with instructions will be give and a worksheet. A survey sheet will also be handed out.	01/08/07- 01/12/07	555	Lessons will be presented in English 11 classes	<i>A survey will be given to the students after the activity is completed</i>

Principal's Signature

Date

Date of Staff Presentation

Prepared By

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

# Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007\*

Submit the Large Group "Guidance Activities" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Fremont

District: Weber

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Tami East Dale Gibb Kim Deamer Tiffany Lannefeld Karen Phillips	Junior Class	Counselors will go into junior English classes and present an interactive introduction with visual materials.  In a computer lab students will access echoices and complete the interest profiler activity.  A work sheet will be given and students will compare 3 career choices related to their interests.  A survey will be handed out upon completion of the worksheet.	01/08/07-01/12/07	250 Surveys were collected.  Absenteeism accounted for some students not receiving the presentation	Six Question post activity survey.  UCG Standards and Competencies LC:B1 LC:C2  ASCA C:A1.1 C:A1.3 C:B1.2 C:B1.3 C:B1.5 C:B1.6	81% of students learned something new about careers.  57% of students learned something new about themselves  87% of students said they now have a career in mind after completing the interest profiler	The Choices Interest Profiler is an effective activity for students to become aware of self in relation to the world of work.

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

*Fremont High School Action Plan Abstract:*

The purpose of this study was to assess the effects on students in the Options study class, which was combined with the Advanced Placement study class. Options students were counselor selected and considered at risk students. Students taking the Advanced Placement study class must be enrolled in three or more AP or college level classes. By combining these two classes, the goal was to provide more classroom structure, study help, and determine if the interaction and role model of the AP students would have a positive influence on the Options students. Students took a pre/post survey. Data shows 100% of participants thought they did benefit from the study class. Comparing data for two years, shows an increase of 6% in student GPA in the combined class environment.

## Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group “Closing the Gap” report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: FREMONT HIGH SCHOOL

District: WEBER SCHOOL DISTRICT

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Karen Phillips Tiffany Toyn Tami East Kim Deamer Dale Gibb	Students who were identified by their counselor and considered to be at risk to graduate. They generally had low credits, poor grades, attendance problems, lacked organization and study skills.	School hired a teacher’s aide for 5 periods to assist students in a study hall environment.  Pre and post survey was conducted.	Aug. 23, 2006 to May 25, 2007	51 students in Options 42 students in AP study hall	By combining AP students and Options students in one class, the goal was to provide more classroom structure, study help, and to determine if the interaction and role model of the AP students would have a positive influence on the Options students. We also wanted to see if it would result in the Options students having better grades, attendance, and study skills, better time management skills, and improved student/teacher relationships.	*By comparing data from 05-06 and 06-07 the results showed a 6% improved student GPA of students participating in the combined study hall *Data from 06-07 shows 68% of the Options students had an increased GPA *100% of the Options student’s indicated that the study hall was helpful *Student responses to their expectations of the class *70% improved grades *63% improved attendance *63% improved study skills *66% improved skills in time management *66% improved student teacher relationships *End of 3rd Quarter Data *81% of the students showed improved GPA *93% believed the class had helped them to make improvements *93% were able to receive help when they needed it	Our data suggests that by combining the Options students with the AP students in the same classroom, the interactions between the students in both groups result in the Options students having better grades, attendance, and study skills, better time management skills, and improved student/teacher relationships.

Principal’s Signature

Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.



## Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

**School:** Fremont High School

**Target Group:** Options Students

**Target Group selection is based upon:** Lack of student success places students at risk for graduation

### ABSTRACT

The purpose of this study was to assess the effects on students in the Options study class, which was combined with the Advanced Placement study class. Options students were counselor selected and considered at risk students. Students taking the Advanced Placement study class must be enrolled in three or more AP or college level classes. By combining these two classes, the goal was to provide more classroom structure, study help, and determine if the interaction and role model of the AP students would have a positive influence on the Options students. Students took a pre/post survey. Data shows 100% of participants thought they did benefit from the study class. Comparing data for two years shows an increase of 6% in student GPA in the combined class environment.

### PROJECT DESCRIPTION

#### Introduction

- Fremont High DRSL's – Literacy/Numeracy; Technology; Collaboration; Thinking/Reasoning; Citizenship
- Data from 02-03 study shows that 42% of sophomores were not on line to graduate at end of 2<sup>nd</sup> quarter
- By combining AP students and Options students in one class, the goal was to provide more classroom structure, study help, and to determine if the interaction and role model of the AP students would have a positive influence on the Options students

#### Participants

- 51 Students were identified to participate in Options study hall; 42 students in the AP study hall
- Target Group was at risk students

#### Method

- Students are identified by school counselor at SEOP meeting.
- AP/Options study hall is available 1, 2, 3, 5, 6, periods
- Project Starts and Ends with school calendar
- Students are placed in the class quarterly as needed. Students have the option to participate the full year.
- Evaluation Methods – Pre and post survey and quarterly and cum GPA is used for data
- Classroom environment is structured to provide study time and study help from Options teacher's aide and on occasion Advanced Placement students
- Students are required to do weekly computer reports to check progress in every class
- AP students model good study habits

### RESULTS

- By comparing data from 05-06 and 06-07 the results showed a 6% improved student GPA of students participating in the combined study hall
- Data from 06-07 shows 60% of the Options students had an increased cumulative GPA
- 100% of the Options student's indicated that the study hall was helpful
- Student responses to their expectations of the class
  - 70% improved grades
  - 63% improved attendance
  - 63% improved study skills
  - 66% improved time management skills
  - 66% improved student/teacher relationships
- End of 3rd Quarter Data
  - 81% of the students showed improved quarterly GPA
  - 93% of the students believed the class had helped them to make improvements
  - 93% of the students were able to receive help when they needed it

### DISCUSSION

Our data suggests that by combining the Options students with the AP students in the same classroom, the interactions between the students in both groups result in the Options students having better grades, attendance, and study skills, better time management skills, and improved student/teacher relationships.

## Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007\*

Develop this plan at the beginning of the school.

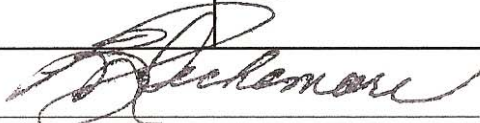
School: Roy High School

District: Weber County

Target Group: Low achieving students, both academically and through attendance.

Target Group selection is based on the following data/information/school improvement goal: Students were chosen for the class by counselors and referrals from teachers. Students were habitually low in grades, attendance and possibly high in referrals to administration.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
<p>Improve attendance and grade point average of target students.</p> <p>Teach students to take responsibility for their own actions.</p>	<p>NOICC Competencies and Indicators:</p> <p>Self Knowledge: Competency One: Knowledge of the influence of a positive self-concept.</p> <p>Competency Two: Skills to interact positively with others.</p> <p>Competency Three: Knowledge of the importance of growth and change.</p> <p>Competency IX: Skills to make decisions.</p> <p>Competency X: Knowledge of the interrelationship of life roles.</p>	<p>School Success curriculum written by Leigh Vanden Akker was used to teach the Unfolding Success class.</p> <p>The behaviorally driven curriculum was taught by Calene Lucero, a certified teacher and counselor at Roy High School.</p> <p>Curriculum included: test taking skills, behavior modification, drug and alcohol prevention, and relationship skills.</p> <p>Attendance and grades were also monitored by the teacher.</p>	<p>School Success Curriculum was bought through Taylorsville High School.</p>	<p>Results were measured through the Unfolding Success class quarter by quarter through grades, attendance, and behavior in other classes and through the administration referrals.</p>	<p>August 26, 2006- May 24, 2007</p>	<p>15 students in one class were directly impacted and many other Roy High School students were indirectly impacted by the role models these students became.</p>

  
Principal's Signature

May 24, 2007  
Date

May 14, 2007  
Date of Staff Presentation

Calene Lucero  
Prepared By

## Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group "Closing the Gap" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Roy High School

District: Weber County

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Calene Lucero  Ellen McDougal  Betty Pace  Rayito Putnam	At Risk students of Roy High School	Unfolding Success class at Roy High School taught by Calene Lucero    School Success curriculum by Leigh Vanden Akker	August 2006-May 2007	Approximately 20 juniors and seniors of Roy High student body.	Students started with various grade point averages and the majority had attendance credit loss. Most students were offline for high school graduation.   Students were of various backgrounds, culturally as well as financially and emotionally.	15 students completed the yearlong course. 3 students transferred to the alternative high school and 2 students dropped out.  Of the 15 students who completed the course, 11 increased their grade point averages or remained the same. 8 students increase their grade point average by .5 or higher.  Seven of the 15 students improved their attendance credit. Four students had no attendance credit loss for the entire year. Improving their attendance from the previous year by 50%.	By increasing their grade point and decreasing their attendance credit loss the students are now closer to completing their graduation requirements.  Through the curriculum given, they know that they have the ability to make positive changes in their lives. The students know that they have choices and they know how to make the right choices to be responsible.

Principal's Signature

May 24, 2007  
Date

May 14, 2007  
Date of Staff Presentation

Calene Lucero  
Prepared by

## **Large Group '06-'07**

This year, we moved to an SEOP format which sees all seniors in a small group setting as opposed to individually. This way, all students were getting the same information regarding scholarships. Will delivering this knowledge in groups help increase our total dollar amount of scholarships offered over that of previous years? We compared yearly totals reported to us by the students for the past four years (including this year) to see if there has been an increase. There was increase of about \$200,000 over last year's total and the three year average. We will continue to deliver scholarship information to seniors in this manner.



# Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007\*

Develop this plan at the beginning of the school year.

School: Weber High School

District: Weber County Schools

Target Group: (whole school, entire class, grade level) 12<sup>th</sup> grade students

Target Group selection is based upon the following data/information/school improvement goals: Last school year, parents and students voiced interest, through SEOP survey, in having senior groups instead of individual SEOP. Will this make a difference in scholarships?

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the DRSL	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods: How will the results be measured?
12th grade SEOP (group info): College Scholarships Private Scholarships fastweb Utah Mentor Department Scholarships (other non-scholarship info)	Critical Thinking: Students will use a variety of problem solving strategies to gather, analyze, interpret and apply information.	Private scholarships list Fliers and brochures regarding scholarships Career planning guide Student guide Etc.	10-03-06 to 11-02-06 for groups Scholarship assembly (05-10-07) will determine amount of scholarships and amount.	577 (students seen in senior groups)	Senior English classes in the library	We will compare the quantity of scholarships and the amount of money received by our students to quantity and amounts from previous years to see if there is a noticeable difference to the positive or negative.

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_ 10-03-06 to 11-02-06 Date of Presentation \_\_\_\_\_ Prepared By \_\_\_\_\_

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

# Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007\*

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School: Weber High School

District: Weber County

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
All counselors were involved in the delivery of group materials and information.	All Seniors	Group SEOP  Scholarship websites  School based scholarship list  FAFSA	Groups lasted from Oct. 3, 2006 to Nov. 2, 2006	577 seniors	<u>2004 Scholarships reported:</u> \$2,179,537  <u>2005 Scholarships reported:</u> \$1,832,353  <u>2006 Scholarships reported:</u> \$2,068,149  <u>Three year average:</u> \$2,026,679.60	<u>2007 Scholarships reported:</u> *\$2,214,255+  *(We are still receiving some reports of new scholarships.)	The amount of scholarship money reported increased by about \$200,000 over last year and the 3 year average. This group format will be continued. We hope that this will continue to benefit our students as far as scholarship money and better future planning in coming years.

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Principal's Signature

\_\_\_\_\_  
Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

## **Small Group '06-'07**

Yearly, we heavily push our junior students to take the PSAT exam in preparation for college entrance exams, highlighting that, although the format is different than ACT, the content will help familiarity with the testing process and help improve your ACT score. Does taking the PSAT actually improve ACT scores above that of a student who does not take it? We compared scores from each group using projected ACT scores from PLAN (pre-ACT test) and ACT scores to see if scores increased significantly for those taking the PSAT over those who didn't. Data shows that those who took the PSAT, on average, increased their ACT score almost 1 point higher than those who didn't when compared to those who did not take the PSAT. This may increase their college index score by up to 2 points which for some students can make a difference in scholarships and/or admission.

## Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007\*

Develop this plan at the beginning of the school.

School: Weber High School District: Weber County

Target Group: Students electing to take the PSAT test

Target Group selection is based on the following data/information/school improvement goal: We want to know if our efforts in promoting the use of the PSAT are beneficial to student's college testing scores.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Students taking the PSAT will improve ACT score over those who don't.	<b>Standard X:</b> There is evidence of next-step planning activities for all students  <b>Standard XI:</b> Assessments  Advisement  Goal setting and planning process  Next-step plans  Education and career goals	Promotion of PSAT test in all junior English classes  Promotion of PSAT through school-wide announcements starting 1 month prior to test administration  Voluntary participation in PSAT testing	Score data from PLAN, PSAT and ACT testing	We will compare a sample of ACT scores of students who did not take the PSAT to a sample of those who did to see if they improved their projected ACT score as determined by the PLAN test (which is administered to all sophomore students at our school).	2006-2007 school year through April 2007 ACT test administration	79 junior students who took the October 21, 2006 test administration of the PSAT.

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Date of Staff Presentation \_\_\_\_\_

Prepared By \_\_\_\_\_

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*



# Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group “Closing the Gap” report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Weber High School

District: Weber County

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
All counselors promote the PSAT, both in the classroom and in individual and group meetings.	Juniors taking PSAT test	<p>PLAN (pre-ACT) test results</p> <p>PSAT test (Took or did not take)</p> <p>ACT test results</p>	Oct. 21, 2006 (PSAT test)/ Apr. 8, 2007 (Last ACT used in comparison)	79 Students took the PSAT. Those who took the PSAT but did not take the PLAN <u>or</u> the ACT were not used in the comparison data. Students who took both the PLAN and ACT were compared against students who took the PLAN and ACT but did not take the PSAT. ** students took all three tests.	<p>PLAN (pre-ACT) test results</p> <p>ACT test results</p>	<p><b><u>Took PSAT (54 students took all 3 tests):</u></b></p> <p>Mean 3.074</p> <p>Median 3</p> <p>Mode 3, 4</p> <p>Range -2 to +9</p> <p><b><u>Did not take PSAT (159 students took only the PLAN and ACT):</u></b></p> <p>Mean 2.295</p> <p>Median 2</p> <p>Mode 2</p> <p>Range -5 to +12</p>	On average, those who took the PSAT test performed almost 1 point higher on the ACT than those who didn't. This difference can change their college index by up to 2 points, which can make the difference in some scholarships and/or school admissions.

Principal's Signature

Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.